

REVISED 3/18/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Sharon Popolo

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Monte Vista Elementary School

(As it should appear in the official records)

School Mailing Address 2620 Orange Avenue

(If address is P.O. Box, also include street address)

La Crescenta

CA

91214-1245

City

State

Zip Code+4 (9 digits total)

County Los Angeles

School Code Number: 6013783

Telephone (818) 248-2617

Fax (818) 248-5263

Website/URL www.gusd.net

E-mail spopolo@gusd.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent: Dr. Michael Escalante

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Glendale Unified School District

Tel. (818) 241-3111

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Name of School Board President/Chairperson Date _____

Mr. Greg Krikorian

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.) **TRUE**
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year. **TRUE**
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum. **NOT APPLICABLE**
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*. **TRUE**
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review. **TRUE**
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation. **TRUE**
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause. **TRUE**
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings. **TRUE**

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| <u>20</u> | Elementary schools |
| <u>4</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>5</u> | High schools |
| <u>3</u> | Other |
| <u>32</u> | TOTAL |

2. District Per Pupil Expenditure: \$ 6,538

Average State Per Pupil Expenditure: \$ 6,542

SCHOOL

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 6 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1st enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	41	26	67
1	37	47	84
2	48	31	79
3	33	48	81
4	46	44	90
5	53	64	117
6	64	71	135
TOTAL STUDENTS IN THE APPLYING SCHOOL			653

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|--------------------------------------|
| <u>59</u> | % White (386) |
| <u>2</u> | % Black or African American (13) |
| <u>7</u> | % Hispanic or Latino (44) |
| <u>32</u> | % Asian/Pacific Islander (209) |
| <u>0</u> | % American Indian/Alaskan Native (1) |
| 100% | Total (653) |

7. Student turnover, or mobility rate, during the past year: 3 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	21
(4)	Total number of students in the school as of October 1	653
(5)	Subtotal in row (3) divided by total in row (4)	0.0322
(6)	Amount in row (5) multiplied by 100	3.22

8. Limited English Proficient students in the school: 14 %
92 Total Number Limited English Proficient
 Number of languages represented: 10
 Languages include: Korean, Armenian, Spanish, Arabic, Mandarin, Tagalog, Cantonese, German, Dutch and Taiwanese

9. Students eligible for free/reduced-priced meals: 4 %
 Total number students who qualify: 26 %

10. Students receiving special education services: $\frac{11}{69}\%$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>6</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>7</u>	Other Health Impaired
<u>0</u>	Deaf-Blindness	<u>15</u>	Specific Learning Disability
<u>0</u>	Hearing Impairment	<u>39</u>	Speech or Language Impairment
<u>0</u>	Mental Retardation	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Multiple Disabilities	<u>0</u>	Visual Impairment Including Blindness
		<u>2</u>	Emotionally Disturbed/SED

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>25</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>5</u>
Paraprofessionals	<u>3</u>	<u>3</u>
Support staff	<u>6</u>	<u>8</u>
Total number	<u>36</u>	<u>19</u>

12. Average school student-“classroom teacher” ratio: 25 : 1

13. Attendance patterns of teachers and students.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	96%	95%	95%	96%	96%
Teacher turnover rate	15%	20%	7%	21%	8%

PART III - SUMMARY

Nestled in the foothills above Los Angeles, Monte Vista is one of twenty elementary schools within the Glendale Unified School District (GUSD). Its charm dates back to the 1950's, blending into the neighborhood with its Mediterranean architecture and beautiful grounds. Mostly middle to upper-middle socioeconomic class, the community is stable and safe, and our reputation for excellence draws many new families into the area. Realtors showcase Monte Vista's "10" ranking on California's ten-decile Academic Performance Index (API) rating scale. Homebuyers pay a premium to live in our neighborhood due to Monte Vista's 911 API. We pride ourselves in meeting No Child Left Behind's (NCLB) Adequate Yearly Progress (AYP) every year since its inception.

At Monte Vista we support excellence! A visit to Monte Vista Elementary School reveals an environment where high expectations, standards-based instruction, positive morale, dedication and commitment to the highest quality education are evident. An exciting spirit of cooperation between the school and community exists at Monte Vista making us a 2000 and a 2004 California Distinguished School selection, and a 2005 National Blue Ribbon nominee!

Our success is proudly displayed on license plate frames throughout our community and serves as a visual reinforcement of our school mission. This mission is reviewed and updated yearly in a collaborative community effort including staff, School Site Council (SSC), parents and community members. Our mission, which is translated into multiple languages, states: "At Monte Vista, parents, staff and students support high expectations for standards-based, instructional excellence in a safe and nurturing environment while ensuring all students succeed academically and socially in a diverse society."

Monte Vista demonstrates a strong commitment to standards-based instruction. Communicating standards has been one of the keys to our success, as evidenced by our test scores. Throughout the year, standards are posted in classrooms and/or plan books. Teachers make oral references to standards connecting them to lessons. Our commitment is reflected in conversations at grade-level meetings, staff meetings and teachers' lounge dialogues.

Monte Vista is an award winning school aesthetically as well as academically. The campus is clean, well cared for and a source of pride to all. Abundant flowers, ornamental plants and a butterfly garden are maintained through our Beautification Fund. On Beautification Days, parents, students and staff work in harmony to keep an attractive, clean campus. The campus has been honored as the recipient of our local Chamber of Commerce's Community Enhancement Award and the Los Angeles Arboretum Environmental Education Award. Monty Park, created by parents, offers a retreat for reflection, picnics and classroom activities and student award lunches. Grade-level gardens create a colorful, inviting atmosphere. "Monty," our Old English Sheepdog mascot, graces the walls inside and out!

The number of parents on campus throughout the week reflects the relationship between the neighborhood and Monte Vista. Parents are involved in all aspects of our educational links and are viewed as equal partners. There is an active PTA, Foundation and School Site Council. Volunteers regularly assist with classroom, library and computer lab activities, as well as orchestra and chorus. Volunteers keep student drop-off and pick-up areas safe by monitoring traffic in the Monty Lane. Parents support their children by attending school functions. The school community comes together at family-centered activities such as the PTA Family Picnic, Fall Carnival and performances such as orchestra, chorus, musical theater and classroom plays. This collaboration between a highly qualified and dedicated staff and supportive parents has created a learning environment that is nurturing as well as demanding of high achievement.

The GUSD Character and Ethics Project encourages good character and ethical behavior at school, home and in the community. Words of the month such as responsibility, respect, loyalty, and compassion support the Monte Vista community's belief that, "If you live in a beautiful place, you will behave in a beautiful way."

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Description:

The analysis of assessment data is drawn from our students' performance on the California's Standardized Testing and Reporting (STAR) Program (<http://star.cde.ca.gov/>), which is comprised of two components: Nationally Normed Reference Tests (NRT) and the *California Standards Tests* (CST). California utilized the SAT/9 tests from 1997 to 2002 and then changed to the CAT/6 for 2003 and 2004. As a result of this change, data cannot be compared between 2002 (with the SAT/9 data) and 2003 (with the CAT/6 data). As the core of the assessment system, the *California Standards Tests* are designed to be end-of-grade assessments of the state adopted content standards. California defines five separate performance levels for these tests: *Advanced*, *Proficient*, *Basic*, *Below Basic* and *Far Below Basic*. Students are considered to be achieving at the desired performance level when they test *At or Above Proficient* on the CST exams.

The STAR testing window is scheduled to fall on or around the day on which 85% of the instructional days are completed. In accordance with NCLB, Monte Vista met its AYP in all areas. California's Academic Performance Index (API) score measures schools' progress toward state goals by analyzing factors such as socioeconomic level, ethnicity, mobility, percent of English Learner students and percent of credentialed teachers. Schools can be ranked with scores from 200 to 1000. Monte Vista's initial score of 849 (considered a high level of performance) in 2001 has rocketed to 911, becoming one of the few elite schools with scores exceeding 900.

California Standards Test - ELA (4 years of data):

- The percent of students scoring *At or Above Proficient* has averaged 65% to 75%. These scores are 31% to 38% ABOVE the state's percent of students performing *At or Above Proficient*. In grades 4-6, where the concepts and skills become more difficult, these differences amount to **more than twice** the state's percent of students performing *At or Above Proficient*.
- The percent of students scoring *Advanced* has averaged 26% to 40%. These scores are 15% to 26% ABOVE the state's percent of students performing at the *Advanced* level, with the difference amounting to **two to three times** the state's percent of students performing at the *Advanced* level.
- In the subgroups (Asian, White (not Hispanic), English Only and RFEP and English Learners), the percent of students scoring *At or Above Proficient* is consistently and significantly higher than the state's scores for the entire population, with most of the subgroups scoring more than twice the state's percent of students performing at the *Advanced* level.

California Standards Test - Mathematics (3 years of data):

- The percent of students scoring *At or Above Proficient* has averaged 76% to 85%. These scores are 33% to 42% ABOVE the state's percent of students performing *At or Above Proficient*. At the upper grades, where the concepts and skills become more difficult, these differences amount to **more than twice** the state's percent of students performing *At or Above Proficient*.
- The percent of students scoring *Advanced* has averaged 38% to 50%. These scores are remarkable because this is between one-third to one-half of our population achieving an *Advanced* status. Scores are 28% to 33% ABOVE the state's percent of students performing at the *Advanced* level, with the difference being **two to three times** the state's percent of students performing at the *Advanced* level.
- In the subgroups (Asian, White (not Hispanic), English Only and RFEP and English Learners), the percent of students scoring *At or Above Proficient* is consistently and significantly higher (often more than 20% higher) than the state's scores for the entire population. Most of the subgroups scored **two to three times** the state's percent of students performing at the *Advanced* level.

Norm-referenced Test - SAT/9 and CAT/6:

- In reading, students at virtually every grade level performed above the 50%ile, with only the English Learner (EL) subgroup sometimes averaging below the 50%ile.
- In mathematics, every grade level performed well above the 50%ile, with the school scores ranging between the 75%ile and the 90%ile. The state range stays between the 48%ile and 64%ile.

2. Use of Assessment Data:

Results are the proof of Monte Vista's academic excellence! We use district benchmarks and state CAT/6 and CST assessment data to understand and improve student and school-wide performance. This data is desegregated and organized into charts and graphs in our Multiple Measures Annual Data Summary. Representatives of the District's Assessment and Evaluation Department train administrators and teachers on interpreting the school, grade-level and individual class data. Results are analyzed and areas for improvement are identified at School Site Council, Parent Teacher Association, Foundation and other parent meetings. Staff reaches consensus regarding how to approach problem areas through our Leadership and Literacy Teams, Learning Communities, staff meetings and grade-level meetings, as we make informal decisions about classroom and school-wide instruction. Using assessment data results, the school community develops the School Improvement Plan to sustain overall program effectiveness. Annually, the School Improvement Plan Writing Team meets to establish targets, set goals and make recommendations for professional development based on current research and best instructional practices.

Student assessment results give us a picture of how well our students are meeting or exceeding state and district grade-level standards. Monte Vista teachers use these results to differentiate instruction as needed. Teachers use on-going, standards-based assessments to monitor student progress and make instructional decisions that support student achievement. In addition, short and long range plans are developed based on this assessment data.

Teachers provide additional classroom support for students not meeting grade-level standards. Students at risk of non-promotion are placed on an Individualized Intervention Learning Plan (IILP) and offered after-school intervention classes in language arts and math. Students exceeding grade-level standards are challenged to extend their learning through differentiation using depth and complexity. Students who meet the Gifted and Talented Education (GATE) program criteria also receive after-school enrichment opportunities and participate in district competitions and activities, such as Math Field Day and Invention Convention.

3. Communication of Student Performance:

We proudly communicate our assessment data to the school community throughout the year. The CAT/6 and CST results, together with comprehensive explanations of each child's strengths and needs, are mailed to parents during the summer. Assessment results are presented to the staff, School Site Council, PTA and Foundation. The School Accountability Report Card (SARC) is updated annually and available to the community at the school site and on the school (www.montevista.cjb.net) and district (www.gusd.net) websites. These websites also provide Adequate Yearly Progress results, Academic Performance Index scores and the school's rankings from 1999–2004, Glendale Elementary Essential Standards, Grade-Level California State Standards and local information of interest to the Monte Vista community. We are delighted to share our assessment data through a variety of local newspapers including *The Los Angeles Times*, *Glendale News Press* and *Crescenta Valley Sun*, as well as school bulletins and our school newsletter, *Paw Prints*.

The administration communicates assessment information to staff through e-mail and district prepared memorandums. Teachers routinely communicate with parents through classroom newsletters, daily student agendas, phone calls, written notes, e-mails, progress reports, conferences and our standards-based report cards to articulate student progress toward grade-level standards. Classwork, homework and tests are evaluated and sent home to parents.

Individual Intervention Learning Plans (IILP) are created for students who are at risk. Teachers and parents of At-Risk Students meet each trimester to review progress and monitor strategies used at school and home. Decisions regarding next year's placement are made at a year-end meeting. In addition, parents or teachers may request a Student Success Team (SST) meeting to discuss concerns about academic or social/emotional progress.

4. Sharing Success:

Opportunities for collaboration with other schools occur within the Glendale Unified School District. Our district encourages each school to share successes so that all can learn from each other. Twice a year all of the Monte Vista staff participates in state mandated professional development days.

Successes are shared from school to school in various ways. There is regular communication between the sixth grade teachers and the middle school to plan programs for our students entering the middle school level. This process provides an opportunity to discuss and share meaningful strategies and programs that are linked to our students' continued success. Our teachers regularly collaborate with other teachers in the district through e-mails. In addition to teacher collaboration, our principal shares Monte Vista's successes with other principals within the district at monthly administrative meetings. The teachers are given the opportunity to share ideas and participate in presentations and activities that create an awareness of current teacher practices and methodologies.

Through our successes we have been able to provide assistance and share our expertise with other schools. We have provided staff development such as *Write from the Beginning* and *Thinking Maps*. Through our district GATE office, teachers have received training in Dr. Sandra Kaplan's differentiation techniques. A Monte Vista sixth grade teacher has presented differentiation inservices to other elementary schools, as well as to Administrative Focus Groups, sharing examples of lessons created by Monte Vista teachers. Recently, samples of exemplary lessons involving differentiated instruction were shared at the annual Professional Advocates for Gifted and Talented Education (PAGE) Conference. Such presentations have allowed schools beyond our district the opportunity to incorporate some of our successful techniques into their programs.

Local universities utilize Monte Vista as a learning laboratory for students in their teacher training programs. We willingly continue to be a resource for GUSD teachers and local university students to observe our classroom practices. Monte Vista has always maintained an open door policy for sharing our ideas, challenges, concerns, goals, and successes with all schools. We will continue to honor this tradition of collaboration to increase educational success.

PART V – CURRICULUM AND INSTRUCTION

1. School's Curriculum:

Classroom instruction at Monte Vista is standards-driven and recognizes that each child is unique. Teachers hold students accountable for the curriculum based on the mastery of the rigorous California Content Standards. All students are provided with a comprehensive core curriculum of state-approved standards-aligned textbooks. Grade-level standards in English Language Arts (ELA), Math, Science, History/Social Science and English Language Development (ELD) guide Monte Vista teachers to maintain high expectations. The materials include: Houghton-Mifflin's, *A Legacy of Literacy* (K-5); McDougal Littell's, *Language of Literature* (6); Hampton Brown's *Into English* (K-6); SRA/McGraw-Hill's *Everyday Mathematics* (EDM) (K-6); McGraw-Hill's *Adventures in Time and Place* (K-6); Harcourt's *Science* (K-5); and Holt Rinehart Winston's *Earth Science* (6).

Monte Vista utilizes a research-based balanced language arts curriculum with the California Language Arts Standards at its foundation. The language arts curriculum includes read aloud, shared reading, guided reading, independent reading, word study, letter/sound correspondence and writing. The primary grades focus on implicit and direct phonics instruction and decoding strategies to ensure a strong foundation of effective reading strategies. Primary teachers effectively integrate phonemic awareness, phonics, reading strategies, comprehension, high frequency words, grammar, writing, spelling, vocabulary, listening and speaking into the classroom on a daily basis. In upper grades, the focus shifts away from "Learning to Read" to "Reading to Learn." Students are challenged to apply higher order thinking skills such as analysis, synthesis, and evaluation to effectively interact with increasingly challenging fiction and non-fiction selections. Students in all grade levels utilize critical and creative thinking skills, and actively question and discuss reading materials in the classroom. Teachers develop and enhance these skills through the use of Literature Circles, cooperative groups, oral and written reports and learning centers.

The researched-based EDM curriculum provides a rigorous course of study with engaging activities in a spiral format from K–6. This program gives students multiple opportunities to practice skills in number sense, measurement and geometry, algebraic functions, statistics and data analysis. As they progress through the program, students continually revisit and strengthen concepts, building on previous knowledge, with the goal of mastery of the state content standards.

The history/social science curriculum supports the belief that in order for students to become contributing members of society, they must develop an understanding and appreciation of how the past affects the present. Students' knowledge of history fuses past and present in ways that enable students to see the connection. Geography's influence on history is stressed to teach students the interconnection between the two. Five geographical themes are the core of the program that ties the past to the present through people, places, and events. Map skills are developed for use in real life situations. The ideas and thinking skills needed by citizens in the 21st century are prevalent throughout the curriculum.

Our science curriculum is organized into Life, Earth, and Physical Science units. The Investigation and Experimentation strand is integrated through the program, utilizing hands-on investigations. Through the text materials students learn interesting standards-based science ideas, linking science to all other aspects of the curriculum.

Our health and physical education curriculum follows the California Physical Education Framework and the National Challenge Standards. Students participate in a variety of teambuilding, skill development, and health-related physical fitness activities with a focus on participation and sportsmanship.

The fine arts standards for music, drama, dance and visual arts, are delivered through presentations, classroom activities and participation in programs such as orchestra, chorus, drama and *Meet the Masters*. *Meet the Masters* is an art docent program that exposes all students to famous artists and artistic techniques.

2a. School's Reading Curriculum:

Monte Vista's Language Arts curriculum is based upon a balanced literacy approach with developmental acquisition of skills in listening, speaking, reading and writing. Glendale selected the Houghton Mifflin program because of the high quality and variety of instructional experiences it offers our students. In addition, Houghton Mifflin makes provisions for teachers to differentiate instruction in order to meet the needs of individual students. McDougal-Littell is used in GUSD's middle schools and was adopted for our 6th graders to ensure a seamless transition into middle school. Continuing investigation of the research in the latest instructional strategies help Monte Vista teachers realize the importance of offering a balanced literacy program that includes direct and systematic instruction combined with rich, authentic literature.

Instruction in listening and speaking begins with strategies in following oral directions, sharing information, recitation and relating experiences to others. In the middle grades, students learn to retell, respond, organize and prepare narrative and descriptive presentations. Listening and speaking in the upper grades includes organizing and delivering presentations using a variety of genres.

The development of reading begins in the primary grades with oral language, phonemic awareness, phonics, concepts of print, reading high frequency words and comprehension using visual cues. The middle grades build upon these skills, adding reading and comprehension strategies, decoding, vocabulary and fluency. As students progress to the upper grades, they tap into prior knowledge before they read, utilize active reading strategies as they read, and analyze what they have learned after they read. Students practice these skills and gain fluency through the use of the *Accelerated Reader* program.

Primary students develop writing proficiency by using naming words and phonetic spellings and are introduced to reference materials. The middle grades construct paragraphs that include topic sentences, facts and details. The writing process is further developed as students practice editing and revising. They learn awareness of various audiences and the use of language conventions. Upper-grade students gain experience in writing in various genres as teachers present models of proficient work to establish student expectations. Students assess their own work through student editing checklists, writing and project rubrics, test reviews, teacher-student conferences, peer evaluations, class discussions and portfolios.

3. Additional Curriculum Area:

Our Mission Statement challenges us to support high expectations for standards-based instruction with the goal of achieving academic success for all students. Our district's research-based math program, entitled Everyday Mathematics (EDM), provides us with that challenge. The District Math Committee aligned EDM with State Content Standards. Our program enables the students to experience challenging activities through the various math strands in the areas of number sense, algebraic concepts and functions, measurement and geometry, statistics and data analysis, and mathematical reasoning.

Instructional procedures and techniques such as the use of manipulatives, ability grouping and reteaching concepts promote student success at all ability levels. The EDM program strengthens essential skills and broadens mathematical knowledge by reteaching (spiraling) and extending concepts to a higher level. Home-school communication allows students to continue to develop their math skills. *Home Links* and *Study Links* reinforce concepts taught in the classroom while encouraging parent participation in the learning process. In addition, teachers use the *Mountain Math* program to reinforce grade-level standards. This on-going practice provides additional opportunities to master the concepts imbedded within the strands.

Data from our test scores enables us to identify students who need the additional support provided in our after-school math intervention program. The District's Assessment and Evaluation Department also provides Monte Vista teachers with item-by-item benchmark test data related to the standards. The purpose is to determine grade-level, teacher, as well as individual student strengths and weaknesses. This data allows us to plan our program to help all students succeed academically. Using the EDM standards-aligned program, the Monte Vista staff believes our students are given the best resources to support instructional excellence and meet the school's high expectations.

4. Instructional Methods:

The uniqueness of every child demands individual attention. Our teachers provide a variety of instructional modalities and enable all students, including English Learners, At-Risk and GATE, to delve into greater depth and complexity of issues studied. All students have equal access to the curriculum as they work in both heterogeneous and homogeneous groups, in whole-class and small-group situations, in partnerships and independently throughout the day. In order to provide differentiation to meet individual needs, students are provided flexibility when participating in learning centers, literature circles, cooperative learning groups, and self-directed projects capitalizing on their unique learning styles. Teachers employ a variety of best practice strategies: *Thinking Maps*, *Write From the Beginning*, *6 + 1 Traits of Writing*, *Accelerated Reader*, *Developmental Continuums for Literacy Instruction and Assessment K – 8*, *Strategies that Work*, *Mountain Math*, peer tutoring and editing.

Monte Vista teachers understand children and their readiness to meet State Content Standards. Teachers align daily lessons with standards and refer to them to help students realize the vital connection between what is being studied and the standards. Instructional planning, modifications and individualization of lessons are geared toward the mastery of standards. For students not meeting grade level expectations, student intervention programs are a priority and are provided to at-risk students based on assessment results and NCLB requirements.

Homework is standards-driven and reinforces classroom lessons. Teachers review the completed work to assess needs and the mastery of skills. Practices such as Tuesday Night Writing and daily Home/Study Links support skills taught in class. Teachers also modify homework by offering challenges and/or remediation to target specific student needs.

Ongoing, periodic, authentic assessment provides a snapshot of progress. Students demonstrate learning through a variety of methods such as dramatizations, reports, projects, models and presentations created on computer software such as *HyperStudio* and *Inspiration*.

5. School's Professional Development Program:

Monte Vista's professional development is a key component of our site plan. Our site-based plan uses the assessment data results from CAT/6, CST, and District Multiple Measures to help Monte Vista teachers and administrators write yearly individual, grade-level and schoolwide professional development goals. These goals determine yearly professional development areas for improving instructional practices. Results are also used to align professional development needs with funding sources from our General and Site-Based Categorical Programs Budgets.

Teachers have received training in differentiated instruction. Tiered lessons provide equal access to the curriculum for all students, while challenging the high-achieving students. Additionally, teachers were trained in *Strategies That Work* to develop students' reading skills through reflective questioning techniques.

Most recently all teachers and administrators participated in the Search Institute's *40 Developmental Assets* training. This research-based program identifies assets that support students and ensures success in learning and life skills. Brainstorming sessions during staff meetings have led to the identification of students who would most benefit from this program and the development of a plan to support them.

Weekly Banking Days provide staff, grade-level and cross grade-level professional development and planning time to discuss curricular and school-wide issues. Instructional minutes are shifted to allow for one sixty-minute, pupil free, professional development block of time. Our staff also meets quarterly in multi-grade Learning Communities to share current educational research, compare student work using structured protocol techniques, reflect on classroom practices, and discuss strategies to improve reading, writing and math. New teachers are supported District-wide by the Beginning Teacher Support and Assessment Program which provides training in curriculum, instruction, discipline and State Standards.

PART VII – ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

School Name: Monte Vista Elementary
 Subject: English Language Arts Grade 2
 Edition/Publication Year: 2004

District: Glendale Unified
 Test: California Standards Test

Publisher: California Department of Education / Educational Testing Services

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	99%	98%	98%	96%
% At or Above Basic	93%	94%	94%	90%
% At or Above Proficient	66%	64%	61%	68%
% At Advanced	24%	31%	20%	27%
Number of students tested	79	84	80	94
Percent of total students tested	100%	100%	94%	99%
Number of students alternatively assessed	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	26	23	28	23
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	96%
% At or Above Basic	96%	100%	96%	96%
% At or Above Proficient	62%	74%	61%	70%
% At Advanced	23%	43%	18%	39%
2. White (not Hispanic) subgroup - # tested	45	54	45	66
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	98%	96%	98%	97%
% At or Above Basic	93%	91%	93%	89%
% At or Above Proficient	73%	57%	67%	70%
% At Advanced	29%	28%	22%	24%
3. English Only and RFEP subgroup - # tested	62	67	60	76
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	97%	98%	98%
% At or Above Basic	95%	93%	95%	91%
% At or Above Proficient	73%	64%	65%	71%
% At Advanced	27%	30%	23%	30%
4. English Learner subgroup - Number tested	17	17	20	18
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	94%	100%	95%	94%
% At or Above Basic	82%	100%	90%	88%
% At or Above Proficient	41%	65%	50%	55%
% At Advanced	12%	35%	10%	11%
STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	87%	87%	85%	85%
% At or Above Basic	65%	68%	63%	61%
% At or Above Proficient	35%	36%	32%	32%
% At Advanced	12%	12%	9%	10%

STATE CRITERION-REFERENCED TESTS

School Name: Monte Vista Elementary
 Subject: English Language Arts Grade 3
 Edition/Publication Year: 2004

District: Glendale Unified
 Test: California Standards Test

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	97%	100%	99%	95%
% At or Above Basic	91%	99%	92%	91%
% At or Above Proficient	75%	68%	72%	61%
% At Advanced	34%	30%	33%	25%
Number of students tested	79	91	106	120
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	21	35	32	41
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	97%	100%
% At or Above Basic	90%	100%	94%	95%
% At or Above Proficient	76%	60%	72%	61%
% At Advanced	38%	31%	34%	27%
2. White (not Hispanic) subgroup - # tested	52	49	71	75
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	96%	100%	100%	96%
% At or Above Basic	90%	98%	92%	89%
% At or Above Proficient	75%	73%	73%	63%
% At Advanced	37%	29%	34%	24%
3. English Only and RFEP subgroup - # tested	64	69	85	93
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	97%	100%	100%	97%
% At or Above Basic	92%	100%	94%	94%
% At or Above Proficient	75%	75%	76%	69%
% At Advanced	34%	33%	38%	29%
4. English Learner subgroup - Number tested	15	22	21	27
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	96%	88%
% At or Above Basic	87%	95%	86%	81%
% At or Above Proficient	73%	45%	57%	33%
% At Advanced	33%	18%	14%	11%

STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	83%	84%	85%	83%
% At or Above Basic	61%	63%	62%	59%
% At or Above Proficient	30%	33%	34%	30%
% At Advanced	9%	10%	11%	9%

STATE CRITERION-REFERENCED TESTS

School Name: Monte Vista Elementary
 Subject: English Language Arts Grade 4
 Edition/Publication Year: 2004

District: Glendale Unified
 Test: California Standards Test

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	99%	99%	96%	99%
% At or Above Basic	96%	96%	93%	92%
% At or Above Proficient	79%	77%	73%	70%
% At Advanced	40%	46%	38%	35%
Number of students tested	87	111	128	86
Percent of total students tested	100%	100%	98%	91%
Number of students alternatively assessed	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	35	38	44	26
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	98%	100%
% At or Above Basic	97%	100%	93%	96%
% At or Above Proficient	69%	76%	73%	69%
% At Advanced	40%	47%	45%	38%
2. White (not Hispanic) subgroup - # tested	47	69	76	61
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	99%	98%
% At or Above Basic	96%	96%	97%	89%
% At or Above Proficient	85%	78%	75%	69%
% At Advanced	40%	48%	34%	33%
3. English Only and RFEP subgroup - # tested	75	96	110	67
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	99%	97%	98%
% At or Above Basic	99%	96%	96%	94%
% At or Above Proficient	89%	82%	81%	76%
% At Advanced	47%	52%	44%	45%
4. English Learner subgroup - Number tested	12	15	18	19
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	89%	100%
% At or Above Basic	83%	100%	72%	84%
% At or Above Proficient	17%	40%	22%	47%
% At Advanced	0%	7%	0%	0%

STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	91%	92%	90%	87%
% At or Above Basic	73%	74%	71%	66%
% At or Above Proficient	39%	39%	36%	33%
% At Advanced	16%	15%	14%	11%

STATE CRITERION-REFERENCED TESTS

School Name: Monte Vista Elementary
 Subject: English Language Arts Grade 5
 Edition/Publication Year: 2004

District: Glendale Unified
 Test: California Standards Test

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	99%	98%	98%	99%
% At or Above Basic	98%	93%	92%	97%
% At or Above Proficient	83%	74%	61%	53%
% At Advanced	45%	32%	30%	14%
Number of students tested	118	136	104	97
Percent of total students tested	100%	100%	99%	95%
Number of students alternatively assessed	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	40	47	37	32
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	92%	100%
% At or Above Basic	100%	98%	89%	97%
% At or Above Proficient	90%	68%	59%	56%
% At Advanced	48%	43%	27%	13%
2. White (not Hispanic) subgroup - # tested	71	79	65	58
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	99%	92%	98%
% At or Above Basic	99%	95%	89%	97%
% At or Above Proficient	82%	81%	63%	53%
% At Advanced	44%	29%	32%	14%
3. English Only and RFEP subgroup - # tested	103	120	89	89
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	99%	100%	100%	100%
% At or Above Basic	98%	96%	96%	99%
% At or Above Proficient	85%	83%	67%	58%
% At Advanced	49%	37%	34%	16%
4. English Learner subgroup - Number tested	15	16	15	8
% At or Above Far Below Basic	100%	100%	100%	*
% At or Above Below Basic	100%	88%	80%	*
% At or Above Basic	100%	75%	67%	*
% At or Above Proficient	67%	13%	27%	*
% At Advanced	20%	0%	7%	*

STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	87%	90%	91%	88%
% At or Above Basic	71%	72%	71%	66%
% At or Above Proficient	40%	36%	31%	28%
% At Advanced	16%	10%	9%	7%

STATE CRITERION-REFERENCED TESTS

School Name: Monte Vista Elementary
 Subject: English Language Arts Grade 6
 Edition/Publication Year: 2004

District: Glendale Unified
 Test: California Standards Test

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES Testing month	May	May	April	April
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	98%	97%	95%	99%
% At or Above Basic	95%	92%	93%	91%
% At or Above Proficient	80%	72%	62%	61%
% At Advanced	39%	40%	28%	27%
Number of students tested	136	102	100	99
Percent of total students tested	99.3%	100%	98%	95
Number of students alternatively assessed	0	0	NA	NA
Percent of students alternatively assessed	0%	0%	NA	NA
SUBGROUP SCORES				
1. Asian subgroup - Number of students tested	48	38	35	23
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	98%	97%	100%	100%
% At or Above Basic	94%	89%	100%	91%
% At or Above Proficient	77%	74%	77%	61%
% At Advanced	38%	45%	34%	35%
2. White (not Hispanic) subgroup - # tested	77	62	57	75
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	97%	93%	96%
% At or Above Basic	97%	94%	91%	89%
% At or Above Proficient	84%	74%	54%	59%
% At Advanced	40%	39%	25%	24%
3. English Only and RFEP subgroup - # tested	124	93	93	84
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	99%	99%	95%	100%
% At or Above Basic	98%	97%	93%	96%
% At or Above Proficient	86%	77%	65%	69%
% At Advanced	42%	43%	30%	32%
4. English Learner subgroup - Number tested	12	9	*	15
% At or Above Far Below Basic	100%	100%	*	100%
% At or Above Below Basic	84%	99%	*	94%
% At or Above Basic	67%	97%	*	67%
% At or Above Proficient	17%	77%	*	20%
% At Advanced	8%	43%	*	0%

STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	91%	87%	85%	87%
% At or Above Basic	72%	71%	66%	67%
% At or Above Proficient	36%	36%	30%	31%
% At Advanced	12%	13%	9%	8%

STATE CRITERION-REFERENCED TESTS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Mathematics Grade 2

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES			
Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	97%	100%	99%
% At or Above Basic	96%	93%	92%
% At or Above Proficient	87%	82%	77%
% At Advanced	53%	54%	42%
Number of students tested	79	84	85
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	26	23	30
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	96%	100%	100%
% At or Above Basic	96%	100%	100%
% At or Above Proficient	81%	91%	87%
% At Advanced	58%	65%	53%
2. White (not Hispanic) subgroup - # tested	45	54	47
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	98%	100%	100%
% At or Above Basic	96%	89%	89%
% At or Above Proficient	91%	77%	74%
% At Advanced	56%	51%	38%
3. English Only and RFEP subgroup - # tested	62	67	64
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	98%	91%	93%
% At or Above Proficient	90%	82%	74%
% At Advanced	58%	55%	41%
4. English Learner subgroup - Number tested	17	17	21
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	88%	100%	100%
% At or Above Basic	88%	100%	96%
% At or Above Proficient	76%	82%	91%
% At Advanced	35%	53%	48%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	96%	96%	92%
% At or Above Basic	76%	76%	68%
% At or Above Proficient	51%	53%	43%
% At Advanced	23%	24%	16%

STATE CRITERION-REFERENCED TESTS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Mathematics Grade 3

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES			
Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	97%	98%	98%
% At or Above Proficient	86%	87%	82%
% At Advanced	58%	51%	40%
Number of students tested	79	91	106
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	21	35	32
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	100%	100%
% At or Above Proficient	90%	91%	91%
% At Advanced	62%	46%	50%
2. White (not Hispanic) subgroup - # tested	52	49	71
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	96%	98%	97%
% At or Above Proficient	83%	83%	77%
% At Advanced	58%	56%	37%
3. English Only and RFEP subgroup - # tested	64	69	85
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	97%	99%	96%
% At or Above Proficient	84%	87%	81%
% At Advanced	61%	57%	42%
4. English Learner subgroup - Number tested	15	22	21
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	95%	100%
% At or Above Proficient	93%	86%	81%
% At Advanced	47%	32%	29%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	96%	94%	91%
% At or Above Basic	73%	71%	65%
% At or Above Proficient	48%	46%	38%
% At Advanced	21%	19%	12%

STATE CRITERION-REFERENCED TESTS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Mathematics Grade 4

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	99%	100%
% At or Above Basic	98%	97%	90%
% At or Above Proficient	89%	89%	70%
% At Advanced	52%	56%	32%
Number of students tested	87	110	131
Percent of total students tested	100%	99%	100%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	35	38	44
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	100%	93%
% At or Above Proficient	94%	95%	77%
% At Advanced	49%	71%	39%
2. White (not Hispanic) subgroup - # tested	47	68	77
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	96%	97%	92%
% At or Above Proficient	83%	87%	70%
% At Advanced	55%	50%	31%
3. English Only and RFEP subgroup - # tested	75	95	112
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	99%	97%	93%
% At or Above Proficient	91%	91%	75%
% At Advanced	60%	56%	37%
4. English Learner subgroup - Number tested	12	15	19
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	92%	100%	74%
% At or Above Proficient	75%	80%	42%
% At Advanced	0%	60%	5%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	97%	93%	93%
% At or Above Basic	73%	72%	67%
% At or Above Proficient	45%	45%	37%
% At Advanced	18%	18%	13%

STATE CRITERION-REFERENCED TESTS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Mathematics Grade 5

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	99%	100%	99%
% At or Above Basic	95%	93%	90%
% At or Above Proficient	84%	74%	71%
% At Advanced	48%	36%	30%
Number of students tested	118	136	105
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	40	47	38
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	97%
% At or Above Basic	100%	96%	92%
% At or Above Proficient	95%	85%	76%
% At Advanced	63%	49%	37%
2. White (not Hispanic) subgroup - # tested	71	79	65
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	98%
% At or Above Basic	94%	94%	89%
% At or Above Proficient	82%	71%	69%
% At Advanced	41%	30%	26%
3. English Only and RFEP subgroup - # tested	103	120	89
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	99%
% At or Above Basic	95%	97%	91%
% At or Above Proficient	83%	78%	73%
% At Advanced	60%	38%	31%
4. English Learner subgroup - Number tested	15	16	16
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	95%
% At or Above Basic	100%	63%	82%
% At or Above Proficient	93%	38%	57%
% At Advanced	33%	19%	19%

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	90%	87%	90%
% At or Above Basic	65%	61%	59%
% At or Above Proficient	38%	35%	29%
% At Advanced	12%	10%	7%

STATE CRITERION-REFERENCED TESTS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Mathematics Grade 6

Test: California Standards Test

Edition/Publication Year: 2004

Publisher: California Department of Education/ Educational Testing Services

	2003-2004	2002-2003	2001-2002
SCHOOL SCORES Testing month	May	May	April
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	99%	100%	98%
% At or Above Basic	94%	95%	90%
% At or Above Proficient	73%	83%	73%
% At Advanced	38%	44%	38%
Number of students tested	136	102	101
Percent of total students tested	99.3%	100%	99%
Number of students alternatively assessed	0	0	NA
Percent of students alternatively assessed	0%	0%	NA
SUBGROUP SCORES			
1. Asian subgroup - Number of students tested	48	38	35
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	98%	100%	100%
% At or Above Proficient	77%	89%	94%
% At Advanced	42%	53%	60%
2. White (not Hispanic) subgroup - # tested	77	62	58
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	98%
% At or Above Basic	96%	94%	86%
% At or Above Proficient	73%	82%	62%
% At Advanced	38%	40%	29%
3. English Only and RFEP subgroup - # tested	124	93	94
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	96%
% At or Above Basic	97%	96%	89%
% At or Above Proficient	77%	86%	73%
% At Advanced	41%	47%	38%
4. English Learner subgroup - Number tested	12	9	*
% At or Above Far Below Basic	100%	100%	*
% At or Above Below Basic	100%	100%	*
% At or Above Basic	75%	89%	*
% At or Above Proficient	33%	56%	*
% At Advanced	8%	11%	*

STATE SCORES	2003-2004	2002-2003	2001-2002
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	91%	92%	91%
% At or Above Basic	72%	64%	62%
% At or Above Proficient	36%	34%	32%
% At Advanced	12%	10%	10%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Reading Grade 2

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles _X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	68	71	73
Number of students tested	79	83	82
Percent of total students tested	100%	99%	96.5%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Asian subgroup	60	67	74
Number of students tested	26	23	28
2. White (not Hispanic) subgroup	75	71	74
Number of students tested	45	53	46
3. English Only and Reclassified FEP subgroup	72	73	75
Number of students tested	62	66	62
4. English Learner subgroup	51	60	65
Number of students tested	17	17	20
STATE SCORES			
Total Score	43	43	52

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Reading Grade 3

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	70	67	78
Number of students tested	79	90	106
Percent of total students tested	100%	99%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Asian subgroup	74	58	73
Number of students tested	21	35	32
2. White (not Hispanic) subgroup	70	72	80
Number of students tested	52	48	71
3. English Only and Reclassified FEP subgroup	73	71	82
Number of students tested	64	68	85
4. English Learner subgroup	60	51	54
Number of students tested	15	22	21
STATE SCORES			
Total Score	39	39	47

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Reading Grade 4

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	68	71	79
Number of students tested	87	110	124
Percent of total students tested	100%	99%	94.7%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Asian subgroup	66	68	79
Number of students tested	35	38	44
2. White (not Hispanic) subgroup	70	74	80
Number of students tested	47	68	76
3. English Only and Reclassified FEP subgroup	73	74	83
Number of students tested	75	95	109
4. English Learner subgroup	34	46	43
Number of students tested	12	15	15
STATE SCORES			
Total Score	39	39	50

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Reading Grade 5

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles _X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	74	70	72
Number of students tested	118	136	102
Percent of total students tested	100%	100%	97.1%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Asian subgroup	76	74	62
Number of students tested	40	47	37
2. White (not Hispanic) subgroup	74	70	76
Number of students tested	71	79	65
3. English Only and Reclassified FEP subgroup	76	74	77
Number of students tested	103	120	87
4. English Learner subgroup	57	31	37
Number of students tested	15	16	15
STATE SCORES			
Total Score	42	42	46

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Reading Grade 6

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles _X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	70	74	74
Number of students tested	136	102	98
Percent of total students tested	99%	100%	96.1%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Asian subgroup	74	71	79
Number of students tested	48	38	35
2. White (not Hispanic) subgroup	71	77	40
Number of students tested	77	62	57
3. English Only and Reclassified FEP subgroup	73	76	76
Number of students tested	124	93	91
4. English Learner subgroup	32	*	*
Number of students tested	12	9	7
STATE SCORES			
Total Score	43	42	49

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Mathematics Grade 2

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles _X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	82	77	84
Number of students tested	79	83	85
Percent of total students tested	100%	99%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Asian subgroup	85	83	85
Number of students tested	26	23	30
2. White (not Hispanic) subgroup	80	75	83
Number of students tested	45	53	47
3. English Only and Reclassified FEP subgroup	83	77	84
Number of students tested	62	66	64
4. English Learner subgroup	74	76	81
Number of students tested	17	17	21
STATE SCORES			
Total Score	58	56	62

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Mathematics Grade 3

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	85	82	89
Number of students tested	79	90	106
Percent of total students tested	100%	99%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Asian subgroup	87	84	92
Number of students tested	21	35	32
2. White (not Hispanic) subgroup	85	81	88
Number of students tested	52	48	71
3. English Only and Reclassified FEP subgroup	86	83	90
Number of students tested	64	68	85
4. English Learner subgroup	83	82	86
Number of students tested	15	22	21
STATE SCORES			
Total Score	56	55	64

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Mathematics Grade 4

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles _X_

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	82	80	85
Number of students tested	87	110	127
Percent of total students tested	100%	99%	96.9%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Asian subgroup	88	86	89
Number of students tested	35	38	44
2. White (not Hispanic) subgroup	77	78	83
Number of students tested	47	68	77
3. English Only and Reclassified FEP subgroup	84	81	87
Number of students tested	75	95	111
4. English Learner subgroup	67	75	67
Number of students tested	12	15	16
STATE SCORES			
Total Score	51	50	58

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Mathematics Grade 5

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	83	75	86
Number of students tested	118	136	103
Percent of total students tested	100%	100%	98%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Asian subgroup	87	80	88
Number of students tested	40	47	38
2. White (not Hispanic) subgroup	81	74	83
Number of students tested	71	79	65
3. English Only and Reclassified FEP subgroup	84	78	87
Number of students tested	103	120	87
4. English Learner subgroup	74	46	74
Number of students tested	15	16	16
STATE SCORES			
Total Score	49	48	58

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

School Name: Monte Vista Elementary

District: Glendale Unified

Subject: Mathematics Grade 6

Test: CAT/6 (2004 and 2003), SAT/9 (2002)

Publisher: CTB/McGraw Hill (CAT/6), Harcourt Educational Measurement (SAT/9)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

TEST	CAT/6		SAT/9
Year	2003-2004	2002-2003	2001-2002
Testing month	May	May	April
SCHOOL SCORES			
Total Score	82	86	90
Number of students tested	136	102	99
Percent of total students tested	99%	100%	97.1%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Asian subgroup	86	92	96
Number of students tested	48	38	35
2. White (not Hispanic) subgroup	81	82	84
Number of students tested	77	62	58
3. English Only and Reclassified FEP subgroup	84	87	91
Number of students tested	124	93	92
4. English Learner subgroup	55	*	*
Number of students tested	12	9	7
STATE SCORES			
Total Score	51	48	62